

AMERICAN FOUNDATION FOR THE BLIND  
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Ninety - Fourth Annual Report

OF THE

SOUTH CAROLINA

School for the Deaf  
and the Blind

CEDAR SPRING, S. C.

1942



PRINTED UNDER THE DIRECTION OF THE  
JOINT COMMITTEE ON PRINTING  
GENERAL ASSEMBLY OF SOUTH CAROLINA



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## BOARD OF COMMISSIONERS

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J. N. Holcombe, *Chairman*  
C. A. Cromer, Dr. J. A. Tillinghast, L. A. Grier

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## LETTER OF TRANSMITTAL

South Carolina School for the Deaf and the Blind

Cedar Spring, S. C., September 1, 1942.

Hon. J. H. Hope,  
State Superintendent of Education,  
Columbia, S. C.

Honored Sir: I have the honor to transmit herewith to you, and through you, to the people of our State the ninety-fourth annual report of the South Carolina School for the Deaf and the Blind. This report covers the period from July 1, 1941, to June 30, 1942, inclusive.

Respectfully submitted,

J. N. HOLCOMBE, *Chairman*.

## SUPERINTENDENT'S REPORT

*To the Board of Commissioners of the South Carolina School for the Deaf and the Blind:*

Gentlemen: I have the honor to present to you the ninety-fourth annual report of the South Carolina School for the Deaf and the Blind. It is interesting to note that the school will be one hundred years old on January 22nd, 1949. The School for the Deaf and the Blind is the oldest school in Spartanburg County having been founded two years before Wofford College. The past year brought forth many serious problems and circumstances due to the fact that our country is now at war. But on the whole, we feel that substantial progress has been made at the school. Certain phases of the work were weakened due to the loss of key men but the educational program, which after all is the real school, has made splendid progress.

Briefly stated, our work at Cedar Spring is to take the small six year old deaf or blind children who come to us at the beginning of each school year and to educate them and return them to society as well adjusted, useful and happy members. All too often, these are children with backgrounds which must be studied and understood before their educational program can be plotted. Each is an individual and must be treated as such. To treat all deaf children or all blind children, who come in any given year, as a group is an inexcusable mistake in the light of present day educational methods. As early as is possible, mental tests are given to indicate the mental material with which we are to work. If the intelligence quotient falls too low or if there are emotional or behavioristic problems the State psychiatrist is called in for consultation and advice. All children are carefully checked by the school Physician, the Otologist and Ophthalmologist and the Dentist. Everything is done to obtain maximum physical efficiency. If operations or corrective measures are indicated, this is arranged and taken care of after proper consultation with the parents. When we know our child's background, his mental ability and his physical self, we are in a position to outline and proceed with his educational program. With both the blind and the deaf child this program involves among many other things careful guidance, proper reading habits, a complete testing program, an opportunity for social and religious growth, and an eternal checking by a progressive teacher and principal to see

that the educational program fits the child and to see that the child is adjusting himself normally and making such progress as can be reasonably expected. There is one more thing of vital importance, the fostering of an atmosphere of mutual confidence between the school and the parents of all children. This must be carefully planned and every member of the school staff must seek opportunities to know and gain the confidence of the parents.

I wish to stress the importance of certain studies and experiments which have been made during the year in both the Blind and Deaf Departments. For too long in both professions we have based our educational program on opinion rather than fact. Miss Walker's Critical Study of Progress Based on Intelligence and Achievement Testing (blind children) and Miss Utley's Comparative Analysis of the Results of Testing of Individual Hearing Aids (deaf children) give us factual information. This definite information will be the basis for future changes, study and procedure. I also wish to take this opportunity to congratulate Miss Utley and the fine group of clinicians who worked with her on the splendid Hearing and Speech Clinic at the Southside Elementary School in Spartanburg.

We are happy to report continuation of the splendid classroom work in both the school for the deaf and the school for the blind. Three members of the faculty were lost during the year but we were able to fill their places with competent teachers. The hearing aid program was enlarged by the addition of two group instruments and the loan of ten individual aids by the Acousticon Company. This work is expanding rapidly and we are greatly pleased with it. The testing program in both schools is very complete. Miss Utley has continued her testing of all new children on the Grace Arthur Performance Scale, the Chicago Non-Verbal and, at a later date, the Goodenough test. She is continuing a definite program of administering achievement tests. In the school for the blind the Hayes-Binet test is used with smaller children. The Wechsler-Bellevue test is used with all children fourteen or over. The Stanford Achievement test is given twice a year in both the intermediate and advanced forms. The Sones-Harry High School Achievement Test is administered to high school grades. The schools are now showing the results of this program and we find our children better graded and making better progress. The definite speech program introduced last year is also producing very satisfactory results. Elsewhere in



this report complete information on this work is available. It is interesting to note the fact that a group of nine blind children from the primary department were given speech correction for minor articulatory disorders and infantile speech. The addition of a Perkins' trained teacher, for the beginning classes in the school for the blind, has produced splendid results. Here, as in all other classes in this department, only progressive methods based on the most up-to-date educational thought are in use.

At the commencement exercises, diplomas were presented to eight graduates. These graduates are as follows:

Jason Ammons (deaf), Hartsville, S. C.  
 Gwendolyn Berry (deaf), Spartanburg, S. C.  
 Alfred Garrick (deaf), Norway, S. C.  
 Lloyd Ligon (deaf), Chester, S. C.  
 Tom Ligon (deaf), Chester, S. C.  
 Frances Crawford (blind), Duncan, S. C.  
 Frontis Lown (blind), Lexington, S. C.  
 Marshall Tucker (blind), Ridgeville, S. C.

Certificates were given to the following:

Franklin Grainger (deaf), Loris, S. C.  
 Mildred Hair (deaf), Wedgefield, S. C.

Two of the members of the graduating class in the school for the deaf stood admittance examinations for Gallaudet College. Both have received notice that they have passed these examinations and are to be admitted next Fall. Frontis Lown, one of the graduates from the school for the blind, has been awarded a scholarship to Perkins for the coming year. He is a brilliant young man and richly deserves this opportunity to continue his education.

During the past year there were seven graduates of the school attending college. Four from the school for the blind were enrolled at the University of South Carolina. They are as follows:

Mary Couch, J. B. Clements, Thomas Ingram and Harley Wooten.

In June, Harley Wooten received his law degree from the University.

Three of our deaf girls and boys are attending Gallaudet College for the Deaf in Washington, D. C. They are as follows:

Jewell Ammons, Geraldine Hinson, and Charles Pollock.

Miss Ammons received her diploma last June.

There were three graduates from the Colored Department:

Floyd Anderson (blind), Aiken, S. C.

Robert Goodman (blind), Wagener, S. C.

Robert McDowell (blind), Camden, S. C.

Eloise Lunn, a graduate of the Blind Department of the Colored School received her diploma from Benedict College in June.

In the Industrial Trades Department our work was somewhat handicapped by the loss during the Christmas vacation of the instructors in the Printing and Woodworking Shops. Mr. N. A. Brannagel, who had taught printing in the school for fourteen years, resigned to accept a position in the North Dakota School for the Deaf. Mr. R. M. McAdams was forced to resign and return home due to the death of his father. In both of these shops it was impossible to secure competent instructors for the remainder of the school year. However, it is most gratifying to report that the older boys in each shop carried on the work there in a very fine way. In the broom making, mattress making, chair caneing and barber shop, good work has been done. Mrs. Hughson Green has continued the decorating of rooms in the girls' dormitory and most of them are now very attractive and livable. In addition, the living room in the teachers' building and the living room in the blind boys' dormitory have been redecorated and partially refurnished. Practical courses in sewing and domestic science are offered to all girls.

We wish to list briefly certain accomplishments and happenings during the 1941-1942 school year.

1. Mr. Tom Anderson, the athletic director, formed an athletic association made up of the older girls and boys under the supervision of a faculty committee. The object of the association was to take over in general all athletic events of the school and to make the program financially pay its own way. This was accomplished and at the end of the school year there was a small balance to the credit of the association.

2. On February 26th, Miss Utley addressed the Columbia Society for the Hard of Hearing on the "Program of Teaching the Young Deaf Child to Hear". Miss Utley also spoke before a



class in sociology at the University of South Carolina while she was in Columbia.

3. The following plays were presented during the year:

- (1) The Master Key
- (2) 'Twas the Night Before Christmas
- (3) Who Wins the Prize?
- (4) Stunt Night.

4. On the 24th day of May, Camp Croft took over twenty-five and four tenths acres of property belonging to the school. On this property was situated the spring which for so many years has faithfully supplied us with all or a part of the water used at the school. In the future our water supply will come from the city of Spartanburg.

5. Dr. Sam Lawton, a former student and now pastor of the Cedar Spring Baptist Church, is taking a vital interest in the religious life of the blind girls and boys. Sunday afternoon religious meetings were arranged and Dr. Lawton and his good wife are seeking to know personally each student in the hope that they can be helpful to these young people. Dr. Lawton expects gradually to expand his work next year as he gains the confidence of the students.

6. Mr. Herbert R. Smoak has continued his fine religious work with the deaf boys and girls. He comes once a month and preaches in the chapel.

7. The school now has hourly bus service to and from Spartanburg. These buses go on to Camp Croft and return by the way of the "back gate."

8. A group of approximately thirty faculty members and students took a course in First Aid as arranged by the American Red Cross. The course was taught by Corporal Primm of Camp Croft. Practically all of those who registered for the course received their certificates.

9. On the evening of April 30th a group of soldiers from Camp Croft under the direction of Mr. John Moisson, Supervisor of Entertainment, and Lieutenant Colonel Wilber J. Fox, Special Service Officer, presented an hour of varied and excellent entertainment for the children at the school.

10. Private Neil Caputo, professional tap dancer from Camp Croft, who was a member of the group referred to above, became

interested in a group of our children and arranged to give them tap dancing lessons for a number of weeks. The children thoroughly enjoyed this tap dancing and the school is very grateful to Private Caputo for his interest.

11. The beautiful and elaborate May Day program was presented by a committee of teachers headed by Mrs. Loree Godshall.

12. Students of music at the school were fortunate enough to receive tickets to most of the fine musical entertainment which Spartanburg offers. We appreciate so much the fine thoughtfulness of our friends in the city in arranging for these tickets.

13. As has been his custom for a number of years, Mr. Charles E. Band of Spartanburg sent a large number of beautiful Christmas cards to be distributed among the children at the school. Mr. Band is always interested in us and during the year always shows this interest in many ways.

14. During the Thanksgiving holidays the Lions Club of Spartanburg headed by Mr. R. H. Baer and Mr. Harry Haden took all of the fifty children who remained at the school to a movie and then gave them ice cream. On the night before the children went home for their Christmas vacation, the Lions gave them their usual Christmas tree. A large group of Lions were at the school including Mr. J. C. Brodie, President of the Club, and Mr. Jack Gentry, Chairman of the Committee in charge of the party. Words are inadequate to express the real joy and happiness which come each year with this Christmas tree. One must be present to understand the real meaning of this occasion to the children and to the members of the Lions Club.

The health of the children during the past year was excellent. There was less sickness than we have had for a number of years. Dr. D. Lesesne Smith, who for almost thirty years has been in charge of the infirmary, continued to stress preventative measures. Dr. Ruskin G. Anderson our eye, ear, nose, and throat specialist did twenty-six tonsillectomies and adenoidectomies during the year. He saw each child in the school and carefully took care of all indicated work. As usual Dr. Curtis Gentry, the dentist, saw each child at least twice. This work has been going on for years now and the teeth of our children are in excellent condition.

I wish to present for your approval as a part of my report (1) a brief report of certain interesting work done by Miss Jean L. Utley (2) the report of the Director of the Music Department

(3) a study made by Miss Louisa Walker in the Blind Department of the school.

*Report on Hearing and Speech Clinic—Study on the Testing of Individual Hearing Aids—Intelligence Testing of Deaf Children—All under the direction of Miss Jean L. Utley, Supervising Teacher.*

A speech and hearing clinic was held at the Southside Elementary School in Spartanburg beginning in December, 1941 and ending in May, 1942. There were 816 group audiometric tests given. 543 children were given speech test and 123 of these were referred to the clinic. Those referred to the clinic were grouped as follows:

Voice .....	26
Lisping .....	29
Oral Inactivity .....	51
6 year-olds .....	12
7 year-olds .....	16
8 year-olds .....	9
9 year-olds .....	2
10 year-olds .....	4
11 year-olds .....	1
12 year-olds .....	5
14 year-olds .....	2
Stutterers .....	5
Cleft Palate .....	1
Maladjusted Personality .....	1
Accent .....	4
Reading Disability .....	6

Dr. D. L. Smith, Sr., Dr. George Dean Johnson, Dr. Ruskin Anderson, and Dr. Curtis Gentry acted as the medical staff for the clinic and all cases of a pathological nature were referred to them. Every Wednesday afternoon Miss Utley and a group of our teachers took the children who were referred to the clinic for corrective measures. Interviews were held with all the parents who were interested enough to come and suggestions were made to these parents. Both the parents and the teachers in the school cooperated in a splendid way. Miss Utley felt that the results of the clinic were very gratifying. A number of the children were completely rehabilitated and many others showed definite improvement. In addition to this we hope that we have

stimulated thought in regard to the vital need for work of this kind in South Carolina.

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Miss Utley and Miss Marion Goebel made a comparative analysis of the results of testing individual hearing aids in the school. Certain interesting excerpts from this study follow:

"Educators of the deaf have come to realize in the past few years the importance of the hearing aid in the education of the deaf child. However, the absence in the literature of practical research with individual aids is quite conspicuous. For this reason, a careful analysis of the usability of individual aids with children in a school for the deaf has been attempted. In contrast to the scarcity of constructive criticism along this line, there is a preponderance of material to be found discouraging the use of such aids with children. However, after careful consideration of such objections, it has been found that the advantages of individual aids greatly over-shadow the disadvantages. It is recognized in this school as well as in many others that any residuum of hearing must be used. The group aid is one answer to this problem. It is economical, as well as powerful. Yet, it can only be used when the children are in the classroom. The individual aid is the other answer. In order that children be prepared for participation in life outside the school—a society made up for the most part of hearing people—the individual aid seems the logical means of adjustment.

An exhaustive study was undertaken to obtain a method of adequately testing these instruments, that is, whether or not the instruments were beneficial to the children wearing them and if so, how beneficial. The procedure devised by Dr. Robert West, Professor of Speech Pathology, University of Wisconsin, was found to be best suited to the problem.

Four types of hearing aids were used. In this short report only "W" and "Y" will be referred to.

The "Y" aid benefits most of the individuals in this study at 1024. At 512 and 2048 the benefit is significant. The frequency 4096 is least benefitted by the "Y" aid, aside from 8192 where no gain is recorded for the group. The "Y" aid shows greatest benefit for those frequencies within the speech range. Finally, the "Y" aid, in twenty-one cases in a school for the deaf, benefits the group with an average of 14%.



In the eight cases tested with the "W" aid, this aid benefits the children most at 1024 and 2048. The average benefit for the group is 7%.

In the eight cases tested using both the "W" and "Y" aids, the "Y" shows an appreciable gain over the "W" within the speech range. In the case of each frequency (disregarding 8192) the group is benefited more by the "Y" aid. The latter aid benefits the individuals from 2% to 15% over the "W" aid.

When the twenty-one cases are divided into four different groups according to percentage of loss for speech, those with the most hearing are shown to benefit on all frequencies; the next group possessing slightly greater percentage of loss for speech is benefited on all frequencies that can be calculated except 1024, while 8192 is "out". The third group shows the most benefit of all groups on 128, 256, 512, 1024, and 2048. The frequencies 4096 and 8192 are "out". Group IV shows more benefit than either Group I or II on all frequencies through 1024. The highest frequencies, 4096 and 8192 are "out".

Some hearing aid companies are willing to cooperate with educational institutions. They are cognizant of the fact that their instruments are being subjected to rigid competitive measures. They are willing to withstand these measures in order that they can derive benefit from the results of their instruments used by children in a school for the deaf, and thus perfect their instruments so that they will benefit more reliably the children who are preparing for adulthood, a vocational livelihood, and a more normal life.

From the present study it is obvious that a "deaf" child can be properly fitted with the hearing aid most beneficial to his type of deafness, and thus be more adequately prepared to compete with normal hearing individuals when he leaves the school for the deaf.

During the course of this investigation it has been gratifying to see the psychological as well as physical change that has come over these individuals, especially the "deafest" ones. They are realizing for themselves that they have "usable" hearing. Their whole outlook on life is changed. The change in their speech and quality of voice can be noted from the comparison of the September, 1941 phonographic recording with their present speech.

It is more spontaneous, and their language is more natural. They are anxious to go to social gatherings such as movies,



dances, assemblies, First Aid Class, recitals, and the like if they can "wear the hearing aid". These are but few of the changes that have been noticed by the people outside of the school as well as those within the school. Unless these children had been properly fitted with hearing aids, their hearing would have remained "dormant". Naturally, in the cases of the children with the most severe hearing loss the awareness to sound and its meaning is a slower process. However, if there is any residuum of hearing, whether it is reached by the audiometer or not—if the hearing is present—it is *usable*."

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The summarized results as obtained from the intelligence testing of deaf children in this school by Miss Jean L. Utley are as follows:

In 1940-42 all the children in the South Carolina School for the Deaf were given the Grace Arthur Performance Scale. Chronological ages ranged from six to twenty-two, at the time of the test. No selection whatever was made except as is explained below. One hundred, thirty-two tests were administered by the writer. Four individuals were not included in the final calculations because they were below the scale, five were not included because the tests were thought to be unreliable due to the children's physical conditions. (Different types of paralysis, neurological disturbances, or seriously defective vision was present in each case.) Thirteen children were disregarded because their scores on the test were far above the scale and due to their advanced chronological ages, it was impossible to calculate the I. Q. in any case. This group contained some of the smartest children: hence, the average I. Q. might have been higher if this group of children could have been included. One hundred ten children were included in the final analysis. These I. Q.'s ranged from 54 to 144. The average I. Q. for the 110 children in the South Carolina School was 92.09.

From the results of the use of the Grace Arthur Scale in the South Carolina School, it is obvious that the test is best suited for those children whose chronological ages fall between six and sixteen. This was also the decision reached by the committee from the Institute of Juvenile Research when they made a survey of the Illinois School for the Deaf in 1931. With the exception of one Chronological Age group (14.1—15.0), made up of fewer children than any of the other groups, the average I. Q. seems

to be about "average" since all Mean I. Q.'s found are between 90 and 102.

Following the Grace Arthur Performance Scale (1941-42) the children in the South Carolina School were given the Chicago Non-Verbal Examination. The pantomime directions were used. The test was given to small groups of children to insure complete understanding of directions. Seventy children were tested. Chronological ages ranged from ten to twenty. Intelligence quotients derived ranged from 54 to 142. The Mean I. Q. was 97.51.

### *Conclusions*

a. Intelligence tests of performance or non-language type are suitable for use with children in schools for the deaf.

b. Several schools for the deaf, both residential and day, are making use of intelligence tests.

c. Considering the school population as a whole, with few exceptions, the average I. Q. was found to be 92.09 on the Grace Arthur Performance Scale.

d. The children in the South Carolina School are of average intelligence at each chronological age level from six to sixteen according to the Grace Arthur Performance Scale.

e. Consideration of ten studies done throughout the country wherein performance scales were used, the "average I. Q." of deaf children might be said to be 93.18.

f. 70 children in the South Carolina School proved to have an average I. Q. of 97.51 on the Chicago Non-Verbal.

g. Intelligence tests used with the deaf are distinctly valuable if complete understanding and proper guidance are paramount in the education of the deaf.

h. The deaf differ from the hearing only slightly, if at all, in intelligence as tested on the Grace Arthur Performance Scale and Chicago Non-Verbal Examination.

### REPORT OF MR. W. W. DONNALD

#### *Music Director*

It is the policy of the music department to have students consult with their parents, accept suggestions from the faculty, and

consider the practical advantages of courses offered before deciding definitely upon any particular phase of the work.

The usual courses in piano, violin, voice, choral work, music appreciation and piano tuning are offered. We do not encourage students enrolling in too many of these courses, both because of the time element, and because it has a tendency to make the work uninteresting and impracticable.

We have been able this year to present more varied programs in chapel since dividing the deaf and blind into separate groups. On Wednesday of each week, however, the two departments have united in a most enjoyable program under the supervision of some one of our teachers. The hearty co-operation in the music work from students of each department has been most gratifying to those responsible for the work.

The class in music appreciation under Mr. Green has proved a genuine asset to the cultural life of the school. This work is especially interesting, since it not only acquaints the pupils with leading musicians, but also gives an appreciation of the best in music.

The work in the tuning department is more ambitious, since we are specializing not only in tuning, but in piano repairing. A certificate from this department was given to one of its students this year.

A number of recitals have been presented throughout the year, which we hope have proved interesting and helpful. A joint recital in piano and violin was given under the direction of Miss Spigener and Mr. Green. Also one in piano was presented in which all music students in the main building took part. A special piano and voice recital was given by three of our graduates, in which two pianos were used in a number of the works presented.

Our May day program was featured by attractive music selections given by primary and intermediate groups conducted by Miss Spigener.

With more and better music being printed in Braille, and with our mechanical equipment being constantly improved, we trust that a larger number of our students may be able in the future to apply our courses in a more practical way. This, at least, shall be our major objective as we train our pupils for helpful, useful work in the world of today.

*A Critical Study of Blind Children's Progress Based on  
Intelligence and Achievement Testing*

The purpose of this study undertaken with the children in the Intermediate Grades of the South Carolina School for the Blind was to determine—

1. The Intelligence Quotient of the individual child as well as the entire group.
2. The relation of this I. Q. to the educational achievement of the individual as well as the group.
3. The educational achievement as measured by standard tests.
4. The educational achievement of each child in each subject as measured by standardized tests.
5. The results achieved both directly and indirectly from an up-to-date reading program which has been adopted as soon as necessary braille books were available.
6. The results obtained from the use of several braille texts in the school.

This study is based on a group of twenty-nine children who are now attending the Department for the Blind of the South Carolina School for the Deaf and the Blind. Eight of the children are girls and twenty-one of them are boys. In age they range from nine to twenty-one years. In no instance has any child attended the school for more than seven years. The boy who is twenty-one years old did not begin his education until six years ago. Next fall, this group of children will begin their work in grades four, six, seven, and eight. When tested last May they were in grades three, four, five, six, and seven. Included in this study are the records of all children who attended the Intermediate Classes of the school last year. In no instance has a child's record been omitted from the study.

All of the Intelligence Tests as well as the Achievement Tests were administered by one person and from that point of view should be very reliable. With children below fourteen years of age the Hayes-Binet Intelligence Test for the Blind was used. This test was administered to nineteen children. With the children who were fourteen or above the Wechsler-Bellevue Adult Intelligence Tests were used. This test was administered to ten of the children in the group. The following are the results obtained from the intelligence testing.



*Group I*

Names	Test	Grade	C. A.	I. Q.
C	Hayes-Binet	4	11	83
G	Hayes-Binet	4	12	85
M	Hayes-Binet	4	11	87
P	Wechsler-Bellevue	4	17	72
S-1	Hayes-Binet	4	9	120
S-2	Wechsler-Bellevue	4	16	80
S-3	Hayes-Binet	4	10	100
W1	Hayes-Binet	4	9	112
W2	Hayes-Binet	4	9	100
Z	Hayes-Binet	4	10	98

The highest intelligence quotient in the above group is 120 and the lowest is 72. The average for the entire group is 100.

*Group II*

Names	Test	Grade	C. A.	I. Q.
C	Wechsler-Bellevue	4	15	82
Si	Wechsler-Bellevue	4	16	63
St	Wechsler-Bellevue	4	14	73
T	Wechsler-Bellevue	4	19	77

The highest Intelligence Quotient in the above group is 82 and the lowest 63. The average is 74.

*Group III*

Names	Test	Grade	C. A.	I. Q.
E	Hayes-Binet	6	13	114
Go	Wechsler-Bellevue	6	15	91
Gr	Hayes-Binet	6	11	125
I	Hayes-Binet	6	13	136

The highest Intelligence Quotient in the above group is 136 and the lowest 91. The average is 117.

*Group IV*

Names	Test	Grade	C. A.	I. Q.
B	Hayes-Binet	7	14	110
G	Wechsler-Bellevue	7	21	111
R	Hayes-Binet	7	14	106
Re	Wechsler-Bellevue	7	16	86
S	Wechsler-Bellevue	7	20	99

The highest Intelligence Quotient in the above group is 111 and the lowest 86. The average is 102.



*Group V*

Names	Test	Grade	C. A.	I. Q.
C	Hayes-Binet	8	13	115
G	Wechsler-Bellevue	8	16	120
I	Hayes-Binet	8	14	97
S	Hayes-Binet	8	13	123
St	Hayes-Binet	8	13	129
W	Hayes-Binet	8	13	104

The highest Intelligence Quotient in the above group is 129 and the lowest is 97. The average is 115.

On May 15 and 16, 1942, the Stanford Achievement tests were given to these same group of 29 children. The Intermediate Form was used with the children in grades three and four. The advanced form with grades five, six, and seven. The results were as follows and are based on the norms for public school children:

*Group I*

Names	Grade	I. Q.	C. A.	Score
C	3	83	11	4.6
G	3	85	12	4.3
M	3	87	11	4.9
P	3	72	17	4.1
St	3	120	9	5.3
Sm	3	80	16	4.7
Stu	3	100	10	4.1
Wa	3	112	9	4.7
Wo	3	100	9	4.6
Z	3	98	10	4.5

This group will begin work in the fourth grade in September, 1942. The lowest score of the group is 4.1, the highest score 5.3 and the average 4.6.

*Group II*

Names	Grade	I. Q.	C. A.	Score
C	4	82	15	4.6
Si	4	63	16	4.6
St	4	73	14	3.9
T	4	77	19	4.9

This group will begin work as a special class in the fourth grade in September, 1942. The lowest score of the group is 3.9 and the highest 4.9. The average for the group is 4.5.

*Group III*

Names	Grade	I. Q.	C. A.	Score
E	5	114	13	7.2
Go	5	91	15	5.5
Gr	5	125	11	7.5
I	5	136	13	6.0

The above group will begin work in the sixth grade in September, 1942. The lowest score of the group is 6.0, the highest 7.5 and the average 6.5.

*Group IV*

Names	Grade	I. Q.	C. A.	Score
B	6	110	14	7.9
G	6	111	21	7.2
R	6	106	14	7.3
Re	6	86	16	7.1
S	6	99	20	7.6

This group will begin work in the seventh grade in September, 1942. The lowest score is 7.1, the highest 7.9 and the average score 7.4.

*Group V*

Names	Grade	I. Q.	C. A.	Score
C	7	115	13	8.9
G	7	120	16	8.9
I	7	97	14	8.6
S	7	123	13	7.9
St	7	129	13	9.1
W	7	104	13	8.7

The above group will begin the eighth grade in September, 1942. The highest score for the group is 9.1 and the lowest 8.6. The average score is 8.9.

It will be necessary, for the purpose of the study, to outline very briefly the course of reading which is completed by all of the children in each of the several grades. This list of books includes only the basic readers completed by the entire class. Supplementary reading or additional readers completed by the more energetic pupils are not included in the list. The methods used in teaching reading are those adapted from the most up-to-date

methods as used in the public schools. The following books were completed in each grade:

*Grade Three*

1. If I were Going—Alice and Jerry Series.
2. The Wonder World—New Silent Readers.
3. Prose and Poetry—Third Year.
4. Elson Basic Reader—Book III.
5. Near and Far—Unit Activity Series.
6. Neighbors and Helpers—Guidance in Reading Series.
7. Children's Own Reader—Book III.
8. The Great Idea and Other Stories—Children's Bookshelf.
9. Science Stories—Book III—Curriculum Foundation Series.
10. Changes All Around Us—New Pathways in Science.

*Grade Four*

1. Facts and Fancies—New Silent Readers.
2. Prose and Poetry—Fourth Year.
3. Children's Own Reader—Book IV.
4. The Elephant Friend—Children's Bookshelf.
5. Teamwork—New Citizenship Readers.
6. Our Earth and Sky—New Pathways in Science.
7. Some Animals and Their Homes—A Series in Natural Science.

*Grade Five*

1. Whys and Wherefores—New Silent Readers.
2. Prose and Poetry—Fifth Year.
3. Children's Own Reader—Book V.
4. In a Green Valley—Children's Bookshelf.
5. Out of Doors—New Citizenship Reader.
6. The Earth and Life Upon It—New Pathways in Science.
7. Some Animal Neighbors—A Series in Natural Science.

*Grade Six*

1. Scouting Through—New Silent Readers.
2. Prose and Poetry—Sixth Year.
3. Children's Own Reader—Book VI.
4. Children's Bookshelf—Book VI.
5. Makers of America—New Citizenship Readers.
6. Plants and Animals—New Pathways in Science.
7. From Sun to Earth—A Series in Natural Science.

*Grade Seven*

1. Pioneer Trails—New Silent Readers.
2. The Round Up—New Silent Readers.
3. Journeys—Prose and Poetry.
4. Adventures—Prose and Poetry.
5. Our Earth and Its Life—New Pathways in Science.
6. Children's Bookshelf—Book VII.
7. Children's Bookshelf—Book VIII.
8. The Making of America—New Citizenship Readers.
9. The Earth Then and Now—A Series in Natural Science.

It will be noted that the pupils in Grades four, five and six did not have enough modern, basic material. However, there will be additional texts available in braille for the year 1942-43 and these books will greatly help the reading program.

In making a detailed study of the results of the achievement tests it will be necessary to note a few important facts which have a direct bearing upon the results.

a. The time limits which were used in the achievement testing are those suggested by Dr. S. P. Hayes of Perkins Institute for the Blind in his most recent publication.

b. The norms used in each instance are those used for children in public schools in the same grade.

c. It is quite evident that in very few instances is a pupil more than a few months behind or ahead of the other members of his group. Promotion in each grade depends chiefly upon the results of the tests. If a child is as much as ten months ahead of his group, he is placed with a higher group. This was done in three instances last year and none of the three children experienced any difficulty in the more advanced group. Likewise, if a child fell behind his group he was placed with a lower group. In the few instances where the individual child does not appear to be with the correct group there is an explanation which applies only to that individual child. After a careful study of his records and individual conferences, the teachers and principal have agreed that the child is working with the group where he will make his most rapid progress. The records included in this study are not for the purpose of comparing the children in this school for the blind with the children in other schools for the blind. They are rather for the purpose of comparing the re-

sults achieved in this school for the blind with the results achieved in public schools.

d. The twenty-nine children included in this study do all of their own braille reading entirely with their fingers. In no instance are they allowed to use their eyes. Sightsaving classes are not included in the study. In every instance, in the lower grades the child's reading average is above his general average. In the upper grades, there are five instances where the reading average is above the norm but below the general average. These facts lead to the general conclusion that each of the pupils tested is capable of doing his own reading on his own grade level.

The ten children included in group I are the only children of the twenty-nine included in the study who have had enough up-to-date reading material throughout their entire school life. The average age of this group, which will be in the fourth grade next year is 10.7, and their average I. Q. is 93. The average of their general achievement as measured by the Stanford Tests is 4.6 and the average of their reading achievement is 5.1. The lowest individual reading average in the group is 4.4 and the highest is 5.9. These results show that, judged by public school standards, the group is well prepared to begin and complete its fourth grade reading.

Group II is very interesting chiefly because of the fact that it is composed of four mentally slow children whose average I. Q. is 74. These children have completed about half of the work in the fourth grade and should be ready for the fifth grade in September, 1943. The average of their general achievement is 4.5 but their reading average is 4.8. In each individual case the reading achievement is higher than the general achievement. Such results with this group indicate that it is possible to teach the mentally slow blind child to read on his own educational level not only for pleasure but also for information and instruction.

Group III will begin the six year of work in September, 1942. These children have an average I. Q. of 117. Their general average achievement is 6.5 and their average reading achievement is 6.6. These are smart children. By comparison with group I, it must be concluded that their reading achievement should be higher than it is. They will have more and better reading material next year. It will be quite interesting to have a final check on their progress in the sixth grade.



Group IV is composed of five children with an average C. A. of 17 and an average I. Q. of 102. They will begin seventh grade work in September, 1942. Their general achievement average is 7.4 and their reading average 7.0. Three children out of the five in this group are older boys who began school when they were 10, 13 and 14 years old respectively. They have made average progress from year to year. However, they have never had adequate modern reading material. The progress made by group IV is not as satisfactory as that made by Group II who have had much better basic texts. Next year group IV will have ample material.

Group V is composed of six children whose average age is 13.6 and whose average I. Q. is 115. They will begin their work in September, 1942 in the eighth grade. Their general average achievement of 8.7 is rather advanced but their reading average is only 8.2. Only last year did they have adequate reading material. Apparently, they have not made satisfactory progress as judged by each of the other groups.

Can, does, and should the blind child make satisfactory progress in arithmetic from year to year and grade to grade? This question has been asked often and answered in various ways many of which were based on opinion instead of fact. The results obtained in this school from the tests administered in May, 1942 are as follows:

Group	Ave. C.A.	Ave. I.Q.	Norm for May	Average Arithmetic Score
I	10.7	93	4.0	4.9
II	15	74	4.0	4.4
III	13	117	6.0	8.0
IV	17	102	7.0	9.0
V	13.6	115	8.0	8.9

It is quite evident from the above test results that the children in this school are making very satisfactory progress in their arithmetic.

In the opinion of the faculty of this school the spelling books now in braille are neither adequate nor satisfactory because of the fact that they are not based on any standard word list. For this reason it was decided to use other basic texts which have now been put into braille by the teachers.

The results of the spelling tests administered in May, 1942 are as follows:

Group	Av. C.A.	Av. I.Q.	Norm for May	Average Spelling Score
I	10.7	93	4.0	5.6
II	15	74	4.0	5.5
III	13	117	6.0	6.8
IV	17	102	7.0	7.0
V	13.6	115	8.0	8.9

It is quite evident that the spellers which are now being used are entirely adequate and satisfactory. The fact that the two lower grades made even better scores than the two higher grades would indicate that those grades that have used only the newer texts are the ones who are making the most rapid progress.

A few deductions based on general facts should be useful. The average C.A. for the entire twenty-nine children in the group is 13.9. The average Intelligence Quotient is 100. The average of general achievement is 6.34 and the average of reading achievement is likewise 6.34. The entire group may be separated into two groups: (1) those who took the Intermediate test; and (2) those who took the Advanced test. In the first group there are 18 children and in the latter group there are 11 children.

The averages for group No. I are as follows:

	General	Reading	Arithmetic	Spelling
I. Q.	Achievement	Achievement	Achievement	Achievement
95	5.0	5.4	5.8	5.9

The averages for Group II are as follows:

	General	Reading	Arithmetic	Spelling
I. Q.	Achievement	Achievement	Achievement	Achievement
108	8.1	7.4	9.0	7.9

Their average Intelligence Quotient of the first group is approximately ten points below that of the second. However, it is quite evident by comparison that Group Number I has made more satisfactory progress in every way. It must also be noted that included in Group I are four children of very limited mentality. These facts indicate that when blind children are given more and better reading material correctly taught, they make splendid progress in their general achievement as judged by public school standards.

*Conclusions*

1. Intelligence testing in a school requires study, time, thought and energy. It is, however, well worth the time and work. Its usefulness is almost unlimited.

2. The Hayes-Binet and the Wechsler-Bellevue tests used in the South Carolina School for the Blind have proved very accurate as judged by the results.

3. The Stanford Achievement Tests—both Intermediate and Advanced Forms—are very satisfactory and an absolutely necessary aid in checking the child's progress. The children who took them experienced no difficulty either with the form or the reading. The time limit was sufficient.

4. According to all checks, the results of the Stanford Test are a very reliable check on the child's progress and his educational achievement.

5. In this study the children who have had an adequate supply of braille reading material, taught according to up-to-date methods, make very satisfactory progress as judged by public school standards.

6. The pupils who have not always had adequate braille reading material fall behind public school pupils in their reading achievement.

7. Blind children with low I.Q. who are mentally slow, can and do make slow but satisfactory progress in the classroom if the material is adequate.

8. Blind children who are mentally slow should be given an adequate supply of reading material.

9. With an adequate supply of reading material, slow children can and do attain a reading achievement which is equal to and often above the level of their general achievement.

10. By using the present texts in braille, blind children can and do make satisfactory progress in arithmetic from the third through the seventh grade.

11. Modern spellers based on graded word lists should be printed in braille. When they are used, blind children achieve highly satisfactory progress in spelling.

12. When blind children have adequate, modern texts correctly taught, they make very satisfactory progress as judged by public school standards.

13. It must be remembered that this study is based on a small group of intermediate children in the South Carolina School for the Blind. The findings are not final. They are, however, actual results which will serve as a basis for future work, experiment, and study.

## NEEDS

During 1942-43, the School for the Deaf and the Blind is receiving a maintenance appropriation of \$100,000.00. For the next fiscal year we are requesting \$110,000.00. The additional \$10,000.00 is for the purpose of raising all salaries and wages ten per cent and to take care of the increased cost of operating the school.

The raise in salaries is urgently needed. Members of my staff are finding it very difficult to live on the small salaries which they are making and I feel that it is only right and proper that they should receive this raise. During the past year we lost a number of our most efficient teachers to other State Schools for the Deaf and the Blind who were able to offer these teachers considerably larger salaries. We are finding it increasingly difficult to secure competent teachers at our low salaries to replace those who leave us.

It is imperative that all wages be raised. Camp Croft joins the school property and offers work for negroes with pay in many instances double the wages which the school is now paying. Then, too, Spartanburg is overflowing with officers' families who are offering high wages with short hours. We have already lost a number of servants who have been with us for a long time and we fear we will lose most of the remaining ones if this request is not granted.

For the general operation of the school we badly need more money. During the present year it will be necessary to spend almost nothing on repairs and equipment in order to have sufficient funds for food and other necessary items. We do not believe that this policy should be followed as it is necessary that our equipment and buildings be kept in the best possible condition. For that reason we are requesting increases which will enable us to properly take care of the deaf and blind children of the State and to keep our plant in good repair.

The itemized requests according to budget classifications are as follows:

Salaries .....	\$55,592.90
Wages .....	9,240.00
Special Payments .....	297.10
Contractual Services .....	8,465.00
Supplies .....	34,185.00
Fixed Charges and Contributions .....	3,870.00
Equipment .....	1,350.00
<hr/>	
Total .....	\$113,000.00
Less Estimated Revenue .....	3,000.00
<hr/>	
Total Maintenance .....	\$110,000.00

In conclusion, I wish to express to each member of the Board of Commissioners my sincere appreciation for all you have done for the school. I also wish to thank each member of my fine staff for their cooperation, fine service, and real interest in the deaf and blind children who attend the school.

Respectfully submitted,

LAURENS WALKER,

Superintendent.



## FINANCIAL STATEMENT

From July 1, 1941 to June 30, 1942

Balance July 1, 1941

Citizens and Southern Bank

Maintenance Account .....	\$4,000.00
Special Account .....	516.10
Beneficiary Account .....	447.54
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Total .....	\$4,963.64

### *Receipts*

Balance July 1, 1941 .....	\$4,963.64
Maintenance—State Appropriation .....	101,224.69
Remodeling Colored School .....	24,438.30
Special Account .....	846.97
Board, Etc. ....	2,730.00
Miscellaneous .....	543.22
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Total .....	\$134,746.82

### *Expenditures*

Maintenance .....	\$104,497.91
Remodeling Colored School .....	24,438.30
Special Account .....	851.09
Beneficiary Account .....	447.54
Balance June 30, 1942 .....	4,511.98
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Total .....	\$134,746.82

Balance June 30, 1942

Citizens and Southern Bank

Maintenance Account .....	\$4,000.00
Special Account .....	511.98
Beneficiary Account .....	.....
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Total .....	\$4,511.98

## Statement of funds in closed banks:

## First National Bank

Special Account (Including General Account)		\$792.25
December 24, 1932—10% Dividend.....	\$79.22	
December 19, 1933—20% Dividend.....	158.45	
August 12, 1935—17% Dividend.....	134.68	
April 19, 1938—15% Dividend .....	118.84	
June 3, 1941—5% Dividend .....	39.61	
April 24, 1942—7% Dividend .....	35.74	\$586.54
Balance .....		\$205.71

## Central National Bank

Maintenance Account .....		\$2.20
December 23, 1933—30% Dividend.....	\$0.66	
March 25, 1935—25% Dividend .....	0.55	
June 5, 1936—15% Dividend .....	0.33	
May 14, 1937—10% Dividend .....	0.22	
May 3, 1939—10% Dividend .....	0.22	
July 8, 1941—5% Dividend .....	0.11	
April 24, 1942 .....	0.15	\$2.24
Paid above amount due .....		\$.04
Special Account .....		\$136.26
December 23, 1933—30% Dividend.....	\$40.88	
March 25, 1935—25% Dividend .....	34.06	
June 5, 1936—15% Dividend .....	20.44	
May 14, 1937—10% Dividend .....	13.63	
May 3, 1939—10% Dividend .....	13.63	
July 8, 1941—5% Dividend .....	6.81	
April 24, 1942—7.38% Dividend .....	10.05	\$139.50
Paid above amount due .....		\$3.24

# ENROLLMENT

## *White Girls*

Deaf .....	70
Blind .....	20

## *White Boys*

Deaf .....	69
Blind .....	48

Total (White) .....	207
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## *Colored Girls*

Deaf .....	19
Blind .....	11

## *Colored Boys*

Deaf .....	24
Blind .....	26

Total (Colored) .....	80
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GRAND TOTAL .....	287
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## *Summary*

Girls .....	120
Boys .....	167

Total .....	287
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## WHITE BLIND CHILDREN

Lois Bolton .....	Orangeburg	Coleman Moore .....	Spartanburg
Max Bonner .....	Spartanburg	Hoover Noonan .....	Jasper
Edna Bonnett .....	Orangeburg	Archie Nunnery .....	Sumter
Joe Byrd .....	Lancaster	Robert Oglesby .....	Spartanburg
Mayola Camp .....	Cherokee	Myrle Park .....	Spartanburg
Harold Campbell .....	Abbeville	Ruby Pittman .....	Cherokee
Don Capps .....	Marion	Heyward Platt .....	Charleston
Walter Chestnut .....	Horry	William Potter .....	Marlboro
Louise Childress .....	Spartanburg	Jack Reynolds .....	Spartanburg
T. D. Christopher .....	Greenville	Ralph Reynolds .....	Spartanburg
Pearl Cox .....	Oconee	Eloise Roberts .....	Kershaw
Frances Crawford .....	Spartanburg	Brooks Sanders .....	Orangeburg
Fred Crawford .....	Spartanburg	James Sims .....	Lancaster
Elizabeth Davey .....	Charleston	Jimmie Smith .....	Anderson
Jacob Dickert .....	Newberry	Oswald Smith .....	Marion
Robert Edens .....	Anderson	Robert Stepp .....	Cherokee
Marion Erwin .....	Abbeville	Clyde Stevens .....	Horry
Frances Gallman .....	Richland	Coker Stogner .....	Chesterfield
Grayson Gallman .....	Spartanburg	Kitty Stogner .....	Chesterfield
John Ginn .....	Orangeburg	Penrose Stogner .....	Chesterfield
Rachel Golden .....	Greenwood	Raymond Sturkie .....	Richland
Joseph Goodman .....	Marlboro	Wesley Sturkie .....	Richland
Harry Lee Goodwin .....	Greenville	Mayfield Taylor .....	Anderson
Hilda Graham .....	Horry	Willie Tedder .....	Lee
Rudolph Hayes .....	Dillon	Jimmie Sue Terry .....	Spartanburg
Ray Holcomb .....	Union	DeFoix Tramel .....	Spartanburg
Jack Hutchmacher .....	Charleston	Marshall Tucker .....	Dorchester
Thomas Ingle .....	Greenville	Monroe Tucker .....	Barnwell
Joe Ingram .....	Chesterfield	Wesley Waites .....	Spartanburg
Grover Jones .....	Spartanburg	Ruth Weeks .....	Darlington
Paul Jones .....	Greenville	Avis Wilson .....	Spartanburg
Carolyn Low .....	Charleston	Bobby Wortman .....	Spartanburg
Frontis Lown .....	Lexington	Mildred Yon .....	Newberry
Clyde Moore .....	Spartanburg	Violet Zorn .....	Barnwell

## WHITE DEAF CHILDREN

Jason Ammons .....	Darlington	Hashell Blanton .....	Cherokee
Sarah Anderson .....	Spartanburg	Lyle Blanton .....	Cherokee
Betty Bartlett .....	Spartanburg	Francis Brant .....	Allendale
Henrietta Bass .....	Chester	Helen Brant .....	Sumter
Joe T. Bass .....	Chester	Calvin Brown .....	Anderson
James Bates .....	Anderson	Evelyn Brown .....	Marion
Edward Beard .....	York	Louise Brown .....	Marion
Doris Bennett .....	Chester	Harland Bryant .....	Spartanburg
Gwendolyn Berry .....	Spartanburg	Charles Carter .....	Orangeburg
Robert Berry .....	Orangeburg	Marvin Carter .....	Orangeburg
Alvin Black .....	Pickens	Laurine Carver .....	Edgefield



## WHITE DEAF CHILDREN—Continued

Jack Cely .....	Pickens	Constance Hollomon .....	Charleston
Forrest Clements .....	Anderson	Lessie Hopkins .....	Greenville
Narvus Jean Clubb ....	Spartanburg	Dorothy Hyman .....	Dillon
Charles Cobb .....	Oconee	Louise Hyman .....	Dillon
Patsy Cobb .....	Oconee	Tupper Inabinett .....	Charleston
Peggy Cook .....	Oconee	Dan Jacques .....	Charleston
Louise Coughman .....	Sumter	Franklin Jacques .....	Charleston
Clyde Coulter .....	Sumter	Eloise Jones .....	Marlboro
Rufus Cox .....	Dillon	Betty Jean Kelley .....	Darlington
Leonard Crawford .....	Kershaw	Margie Kelly .....	Anderson
Annie Crider .....	Calhoun	Charles Kendrick .....	Greenville
Durell Culpepper .....	Anderson	Thomas Kinard .....	Newberry
Barbara Daniel .....	Spartanburg	Louise King .....	Newberry
Helen Deaton .....	Spartanburg	Hazel Land .....	Greenville
Wilmer Dowd .....	Lexington	Carl Lee .....	Chesterfield
Marvin Dukes .....	Orangeburg	Lloyd Ligon .....	Chester
Maxine Elvington .....	Dillon	Thomas Ligon .....	Chester
Gordon Ethridge .....	Orangeburg	Ethel Looney .....	Anderson
Ray Evans .....	Clarendon	Joe Looney .....	Anderson
Jean Flemister .....	Aiken	Craig Maddox .....	Greenwood
Ella Floyd .....	Marion	Iona Mashburn .....	Anderson
Jo Ann Foster .....	Greenville	J. B. Miller .....	Dillon
Larry Earl Fowler .....	Horry	Bobby Mincey .....	Fairfield
Oscar Freeman .....	York	David Mitchum .....	Richland
Victor Galloway .....	Marlboro	Edward Montgomery .....	York
Alfred Garick .....	Orangeburg	Nellie Montgomery .....	York
John Gary .....	Abbeville	Mary Mooneyham .....	Richland
Delores Gaston .....	Florence	Betty Ann McCue .....	Charleston
Everette Gaston .....	Florence	Irene McCurry .....	Cherokee
James Geddings .....	Sumter	Carrie McDonald .....	Chesterfield
Albert Gibson .....	York	Marion Painter .....	Greenville
Captola Golden .....	Greenville	DeVeaux Parker .....	Florence
Juanita Gooding .....	Hampton	Winnie Ruth Parker .....	Florence
Franklin Grainger .....	Horry	John Vernon Poole .....	Aiken
Judeth Grant .....	Richland	Janette Powell .....	Florence
Jesse Green .....	Marion	Luvenia Powell .....	Florence
Frances Griffin .....	Sumter	Edwin Price .....	Greenville
Nancy Jane Gunter .....	Lexington	Leslie Rains .....	Spartanburg
John Hackett .....	Charleston	John Rains .....	Spartanburg
Mildred Hair .....	Sumter	Hubert Rhinehart .....	Spartanburg
Ethel Haselden .....	Lexington	Dorothy Riddle .....	Laurens
Helen Heath .....	Aiken	David Risher .....	Marlboro
Annie Louise Herring ....	Darlington	George Nelson Rogers .....	Dillon
Calvin Hill .....	Newberry	Carlisle Saunders .....	Charleston
Grace Hilton .....	Charleston	Rodney Saunders .....	Charleston
Janice Hilton .....	Charleston	Helen Schumpert .....	Lexington
Lee Ann Hixson .....	Spartanburg	Louise Scruggs .....	Cherokee
June Holliday .....	Pickens	Pauline Sharpe .....	Lexington

## WHITE DEAF CHILDREN—Continued

Frank Shealy .....	Richland	Sadie Taylor .....	Laurens
O. W. Shirley .....	Spartanburg	Orie Lee Terry .....	Edgefield
Richard Sides .....	Richland	Neta Belle Trotter .....	Greenville
Lawrence Sloan .....	Greenwood	Otis Varn .....	Orangeburg
J. B. Smith .....	Pickens	Rufus West .....	Spartanburg
Ruth Smith .....	Greenville	Maryetta Wiggins .....	Laurens
Walter B. Smith .....	Pickens	John Wilkie .....	Clarendon
Bobbie Sue Spoon .....	Greenville	Richard Williams .....	Florence
Elliott Sprouse .....	Oconee	Elizabeth Wimberly .....	Orangeburg
Bobbie Ann Stegall .....	Pickens	Nettie Lee York .....	Spartanburg
Evelyn Taylor .....	Laurens		

## COLORED BLIND CHILDREN

Floyd Anderson .....	Aiken	Robert Goodman .....	Aiken
Robert Anderson .....	Aiken	Frank Green .....	Charleston
Edna Baker .....	Sumter	Eugene Gripper .....	Fairfield
Mell Bell .....	Anderson	Cleavous Holmon .....	Newberry
Isaiah Bess .....	Calhoun	Marion Howard .....	Charleston
Jessie Mae Boone .....	Lee	Louise Middleton .....	Charleston
Zilliman Bradley, Jr. ....	Lee	Senior Mumford .....	Darlington
James Brown .....	Charleston	Haskell Murray .....	Dorchester
Vern Cave .....	Barnwell	Robert McDowell .....	Kershaw
Sam Cunningham .....	Fairfield	Samuel Pugh .....	Richland
Annie Laurie Ellis .....	Orangeburg	Pearl Anna Rowe .....	Dorchester
James Fleming .....	Lee	James Thomas .....	Florence
Doris Ford .....	Dillon	Frank Timmons .....	Charleston
Howard Ford .....	Dillon	Leon Williams .....	Dorchester
Samuel Foy .....	Charleston	Lucille Williams .....	York
Mary Frasier .....	Charleston	Wash Williams .....	Charleston
Rufus Gibbs, Jr. ....	Charleston	Janie Woods .....	York
Frank Glover .....	Charleston	Lucius Woods .....	York
Charles Goodman .....	Aiken		

## COLORED DEAF CHILDREN

Jesse Addison .....	Lee	Butler Colclough .....	Sumter
Robert Allen, Jr. ....	Charleston	Marriner Davis .....	Lexington
David Anderson .....	McCormick	Juanita Dixon .....	Marion
Sherman Anderson .....	McCormick	Odell Dunlap .....	Greenwood
Robert Bosaman .....	Pickens	Sarah Evans .....	Fairfield
Laddie Bradley .....	Lee	Willie Leroy Green .....	Richland
Eugene Brown .....	Lancaster	Evelyn Hamilton .....	Florence
John Bernard Brown, Jr. ....	Charleston	Leroy Hickman .....	Lee
Mildred Brown .....	York	Gladys Isaac .....	Sumter
Mary Burns .....	Fairfield	Andrew Jenkins .....	Spartanburg
Ernest Cabbagestalk .....	Sumter	Paul Johnson .....	Calhoun
		Olivia Law .....	Darlington

## COLORED DEAF CHILDREN—Continued

Isaiah Logan .....	Charleston	John Suber .....	Laurens
Sarah Miles .....	York	Charles Susewell .....	Greenwood
Johanna Milford .....	Charleston	Mabel Walker .....	Georgetown
Mamie McCord .....	Anderson	Samuel White .....	Charleston
Coal McFarland .....	Chesterfield	Charles Williams .....	Darlington
Annie Ruth McGowen .....	Anderson	Dorothy Williams .....	Florence
Frozenia Pearson .....	Spartanburg	Mary Virginia Williams .....	Richland
Cathaline Richardson .....	Sumter	Joseph Williams .....	Allendale
Edna Richburg .....	Clarendon	John Henry Wright .....	Kershaw
Ogretta Roberts .....	Allendale	Arthur Yarborough .....	Darlington











